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ABSTRACT

Project Bilingual Spanish-to-English Career Training (BISECT), in its second year of funding, offers bilingual instruction, career awareness development, and support services to 283 Hispanic students of limited English proficiency (LEP) in a high school in Bronx, New York. Program objectives were assessed in English language development, mathematics, science, social studies, career or vocational courses, and attendance. Quantitative analysis of the data indicated that program students: (1) mastered more than one Criterion Referenced English Syntax Test (CREST) objective per month in English as a second language, meeting program objectives; (2) were enrolled in mainstream content-area classes (25% in at least one course per semester); (3) exceeded the program objective (85% passing) in career and vocational subjects in both semesters; and (4) attended the program at a significantly higher rate than the school-wide attendance rate. The project's success is attributed to staff competence and commitment, program organization, curriculum development, and parental involvement. Recommendations for program improvement include recruitment of fully bilingual staff in mathematics and science, more individualized attention to problem students, offering algebra as part of the curriculum, and including non-bilingual school personnel in the in-service training activities. The appendices include information on staff characteristics and a listing of career courses available to students in and out of school. (CG)

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O.E.A. Evaluation Section Report

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Grant Number: G00-820-2848

DEWITT CLINTON HIGH SCHOOL

PROJECT BISECT

1983-1984

Principal:

Dr. David W. Fuchs

Director:

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A SUMMARY OF THE REPORT

Project Bilingual Spanish-to-English Career Training (BISECT), in its second year of funding, continued to offer bilingual instruction, career awareness development, and supportive services to 283 Hispanic students of limited English proficiency. Sixty-three percent of the students were foreign-born. While all program students spoke Spanish at home, their Spanish language ability and proficiency in English varied. Overall academic preparedness also varied among program students.

The ultimate project goal was to improve students' English language skills and to assist them in identifying career interest areas. The instructional approach was bilingual: social studies classes were taught in Spanish and English; mathematics and science were taught by English-speaking teachers assisted by bilingual paraprofessionals.

Title VII funds were used for administrative and support services staff. Tax-levy monies funded the program's instructional component. Paraprofessional assistance and teacher trainers were provided by Chapter I funds. Curriculum materials were developed for a program in sports medicine and others in small business management were scheduled for completion in the fall. Supportive services included vocational guidance and academic counseling, home visits, career awareness activities, visits to educational and cultural sites, and a program newsletter. Staff development activities included monthly meetings, workshops and conferences, and attendance at university courses. Parents of program students were members of the project's advisory committee and attended other project activities.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST] and the New York City Reading Test); mathematics, science, social studies, and career or vocational courses, (the New York City Mathematics Test and teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

- Program students participating in English as a second language (E.S.L.) classes mastered more than one CREST objective per month of instruction, thus meeting the program objective in this area.
- Gains made by non-E.S.L. students on the New York City Reading Test were not statistically significant.
- At least 25 percent of the program students were enrolled in at least one mainstream content-area class each semester.
- Overall, program students exceeded the program objective (85 percent passing) in career and vocational subjects both semesters.
- The attendance rate of program students was significantly higher statistically than the school-wide attendance rate.

Project BISECT's successful implementation can be attributed to: staff competence and commitment, program organization, curriculum development, and parental involvement.

The following recommendations are aimed at improving the program's overall effectiveness:

- Attempting to recruit fully bilingual personnel in the areas of mathematics and science for the effective development of students' linguistic and cognitive skills.
- If funding permits, providing more individualized attention to truants and potential dropouts in an experimental self-contained program.
- Offering algebra to program students as part of their content-area instruction.
- Developing strategies to include more non-bilingual school personnel in in-service training activities to sensitize them to the needs of the program population.

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DeWitt Clinton High School
Project BISECT

Location: 100 West Mosholu Parkway South
Bronx, New York 10468

Year of Operation: 1983-84, second year of Title VII funding

Target Language: Spanish

Number of Participants: 283

Principal: Dr. David Fuchs

Project Coordinator: Ms. Ruth L. Greenblatt

I. INTRODUCTION

In its second year of Title VII funding, Project Bilingual Spanish-to-English Career Training (BISECT) continued to operate virtually in the same manner as described in the O.E.A. final evaluation report for the 1982-83 academic year. The program served 283 Spanish-speaking students with the aim of improving their English language proficiency, increasing their career awareness, and coordinating linguistic skills training with career orientation.

There were two groups of students served by the project: those who were literate in their native language but who were of limited English proficiency (LEP), and LEP students who were also illiterate in Spanish. The first group received content-area instruction in Spanish in addition to English as a second language (E.S.L.) classes. The second group received content-area instruction in English and remedial English classes. All program students were provided with vocational guidance services, career training, and Spanish language instruction with a career orientation.

All students at DeWitt Clinton have the option of studying for careers in mass media, health services, business/office skills, fine arts, industrial arts, music, and health education/sports careers. Project BISECT students could choose one of these career sequences or opt for an academic diploma.

The program was fully staffed and implemented as proposed. In addition to a part-time secretary, Title VII funds supported the following full-time positions: the project director, one resource teacher, one bilingual guidance counselor, three educational assistants, and one family assistant. Additionally, the tax levy-funded assistant principal, bilingual social studies teacher, and bilingual health careers guidance counselor each worked 10 percent of their time with program students (see Table 1).

The characteristics of both the professional and paraprofessional project staff are presented in Appendix A. All personnel, except the assistant principal and secretary, were bilingual (fluent in English and Spanish). Staff members had an average of 15 years teaching in general education, six in bilingual education, and six in E.S.L. These figures demonstrate that the program was staffed by highly experienced generalists and specialists. However, in the second program year, one of the major problems continued to be that of obtaining qualified bilingual mathematics and science teachers. The assistant principal in charge assured a member of the evaluation team that every effort would be made to place a qualified, licensed E.S.L. teacher in the program's E.S.L. classes. She also indicated that the school would continue its attempt to recruit licensed bilingual science and mathematics teachers for the program.

TABLE 1
Funding of Non-Instructional Program Components

Function	Funding Source(s)	Personnel Responsible
Administration & Supervision	Title VII	Project Director
	Tax Levy	Assistant Principal
Curriculum Development	Tax Levy	Bilingual Social Studies Teacher
	Title VII	Project Director
	Title VII	Resource Teacher
Supportive Services	Title VII	Bil. Guid. Counselor
	Title VII	3 Ed. Assistants Family Assistant
Staff Development	Title VII	Project Director
		Bil. Guid. Counselor
Parental & Community Involvement	Title VII	Project Director
		Bil. Guid. Counselor
		3 Ed. Assistants
		Family Assistant
Secretarial & Clerical Services	Title VII	Secretary
Supportive Services	Tax Levy	Bil. Health Career Guidance Counselor

II. STUDENT CHARACTERISTICS

In 1983-84, 283 Spanish-speaking male students in grades nine to twelve participated in the BISECT program. Of that number, 37 percent were born in the United States. Thirty-six percent were born in Puerto Rico, and the remaining students were from the Dominican Republic and other Caribbean and Latin American countries (see Table 2). According to the guidance counselor, approximately 80 percent of the program students have had six to eight years of prior education in the New York City schools. Ten to 15 percent were recent immigrants.

Table 3 presents the number of students by age and grade. The highest percentage of program students was in the ninth grade (34 percent) and the percentages decreased as the grade level increased. Only 11 percent of the program students were in grade twelve. Almost half the program students were overage for their grade placement, with the highest percentage of overage students in the twelfth grade, but the highest numbers are in grades nine and ten.

The majority of students (68 percent) have been in the program one year or less. One-third have been in BISECT two years (see Table 4).

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DEWITT CLINTON HIGH SCHOOL

PROJECT BISECT

1983-1984

OEA Evaluation Report

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	101	36
Dominican Republic	38	13
Cuba	1	less than 1
Mexico	3	1
Honduras	7	2
Guatemala	1	less than 1
Costa Rica	1	less than 1
El Salvador	7	2
Nicaragua	1	less than 1
Panama	1	less than 1
Colombia	1	less than 1
Ecuador	14	5
Argentina	1	less than 1
United States	106	37
TOTAL	283	100

•Most program students were born in either the United States (37 percent) or Puerto Rico (36 percent).

•Thirteen percent of the students came from the Dominican Republic.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	1	1	0	0	19
15	30	9	1	0	40
16	26	23	12	0	71
17	16	31	25	3	76
18	3	9	16	10	38
19	0	3	9	11	23
20	0	0	2	5	7
21	0	0	1	1	2
TOTAL	93	86	67	30	276

Overage
Students

Number	45	43	28	17	133
Percent	48.4	50.0	41.8	56.7	48.2

Note. Shaded boxes indicate expected age range for grade.

- Almost half the program students were overage for their grade.
- The highest percentage of overage students was in grade twelve, but the highest number are in grades nine and ten.

TABLE 4

Time Spent in the Bilingual Program^a
(As of June 1984)

Time Spent in Bilingual Program	Number of Students				Total
	Grade 9	Grade 10	Grade 11	Grade 12	
<1 Academic Year	11	11	6	0	28
1 Academic Year	81	49	24	8	162
2 Academic Years	2	29	39	19	89
TOTAL	94	89	69	27	279

^aRounded to the nearest year.

•One hundred ninety students (68 percent) have been in the program one year or less.

III. FINDINGS

The evaluation findings for the 1983-84 academic year include the results of program materials and records reviewed, interviews with school personnel, observations of classrooms, and student performance on tests. In this section, findings are presented by objectives for the current year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE AND ENGLISH READING

- Program students will have been taken to at least eight cultural activities in English to enhance their English language proficiency.
- Students participating in E.S.L. courses will master an average of one curriculum objective per month of instruction on the Criterion Referenced English Syntax Test (CREST).
- Non-E.S.L. students will demonstrate significant growth beyond expectation in English reading ability on the New York City Reading Test.

E.S.L. offerings consisted of five classes per semester of beginning, intermediate, advanced, and transitional levels. The courses, which met five periods weekly, were exclusively for program students and had an average register of 18. The New York State Core Curriculum for E.S.L. in the Secondary Schools was the primary source used and was supplemented by vocational readings on topics such as "applying for a job," and "vocational opportunities in high school," among others. The integration of materials focusing on career topics served as a reinforcement of the core courses in the career training component.

The evaluation team observed two advanced level E.S.L. classes. There were seven students present during the first observation and 17 during the second.

In one of the classes, the aim of the lesson was teaching the possessive ['s]. Students were actively engaged throughout the lesson and English was used approximately 95 percent of the time. The evaluation team noted that students were penalized for speaking Spanish during this lesson.

Among the nine cultural activities in which the students participated were a program sponsored by the National Theater of the Performing Arts, Ltd.; Garcia Lorca's Los Títeres de Cachiporra (March 1984), performed in English with highlights in Spanish; and a special drama on child abuse, I Never Told Anybody, performed by New York University students at the Bronx Museum of the Arts. An ASPIRA-sponsored field trip to the Museo del Barrio, trips to the United Nations, the South Street Seaport, and to a Broadway theater to see The Tap Dance Kid rounded out the program, thus meeting the project objective. BISECT staff held preparatory sessions before each trip and follow-up discussions after each program.

Student Achievement in E.S.L.

The assessment instrument used for measuring the attainment of English language skills was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curriculum. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three

levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was given at the beginning and end of both the fall and spring semesters to program students enrolled in E.S.L. classes. Table 5 presents the test results for students who were pretested and post-tested with the same test level during each semester.

Data were available for 49 of the 86 students (57 percent) taking E.S.L. in the fall semester and for 18 of 77 students (23 percent) in the spring semester. Examination of Table 5 reveals that, in the fall, an average of approximately 1.2 CREST objectives per month were mastered by students who were tested on Levels I and II. The rate of mastery for students who were tested on Level III was approximately 0.8 CREST objectives per month. In the spring, students who were tested on Level II mastered an average of 1.3 CREST objectives per month, while students tested on Level III mastered 1.9 objectives per month. Overall, the program objective was achieved both semesters by students in E.S.L. classes. _____

*Board of Education of the City of New York, Division of High Schools, 1978.

TABLE 5

Results of the Criterion Referenced English Syntax Test
(E.S.L. Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered		Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
		Pre	Post			
Fall						
I	18	11.8	16.6	4.8	3.1	1.6
II	21	12.7	14.9	2.2	2.9	0.7
III	<u>10</u>	<u>7.4</u>	<u>10.0</u>	<u>2.6</u>	<u>3.0</u>	<u>0.8</u>
TOTAL	49	11.3	14.5	3.2	3.0	1.1
Spring						
II	11	10.9	14.6	3.7	2.7	1.3
III	<u>5</u>	<u>4.8</u>	<u>9.8</u>	<u>5.0</u>	<u>2.6</u>	<u>1.9</u>
TOTAL	16	9.0	13.1	4.1	2.7	1.5

*Posttest minus pretest.

•Overall, the program objective was met both semesters; students mastered 1.1 CREST objectives per month in the fall and 1.5 CREST objectives per month in the spring.

•The number of students for whom complete CREST data were reported declined from fall to spring.

Improvement in English Reading Ability

The instrument used to measure the achievement made by non-E.S.L. students was the New York City Reading Test administered in October and again in May. The pretest and posttest raw score means and standard deviations are presented in Table 6. Data for both tests were available for 73 of 194 mainstreamed students (38 percent).

Statistical significance was determined through the application of the correlated t-test model to demonstrate whether the difference between pretest and posttest mean scores is larger than would be expected by chance variation alone. Another index of improvement, the effect size (E.S.), was computed by dividing the mean differences by the standard deviation of the differences. This provides an index of improvement in standard deviation units regardless of the sample size, and a change of .5 standard deviations or higher is generally considered to be a meaningful change.

Tenth and eleventh graders, comprising almost three quarters of non-E.S.L. students for whom data were reported, showed gains. However, achievement was not statistically significant for any grade, and the effect sizes were low. Therefore, while E.S.L. students met the objective with large gains on the CREST, non-E.S.L. students did not meet the objective set for them.

TABLE 6

English Reading Achievement

Significance of Mean Raw Score Differences Between Initial and Final Test Scores of Non-E.S.L. Program Students with Full Instructional Treatment on the New York City Reading City (P.S.E.N.), by Grade

Grade	N	Pretest		Posttest		Mean Difference	Corr. Pre/Post	Effect Size
		Mean	Standard Deviation	Mean	Standard Deviation			
9	16	42.9	11.9	42.6	10.3	-0.3	.79	0
10	26	33.3	15.5	35.6	14.0	2.3	.78	.2
11	28	34.3	11.0	36.9	11.9	2.6	.71	.3
12	3	34.0	6.1	32.3	1.2	-1.7	.43	-.3

- Complete pretest and posttest data were available for 73 non-E.S.L. students.
- Change between pretest and posttest was not statistically significant for any grade.

CONTENT-AREA SUBJECTS

--At least 25 percent of participating students will be programmed for one or more English instruction major subject classes (social studies, science, or mathematics).

All twelfth-grade students were enrolled in at least one English instruction major subject. All other program students taking math and science courses were exposed to a considerable amount of English, since there were no licensed bilingual mathematics or science teachers available at the school. The mathematics and science classes visited were conducted mostly in English with the aid of bilingual educational assistants. The evaluation team found that most of the students were participating in the two classes observed.

Other academic courses offered to project students included five sections of bilingual global history in which Spanish was used 60 percent of the time. A sixth section was taught in English because it enrolled program and non-program students. Finally, a course in fundamentals of math was offered to LEP students with Spanish being used 80 percent of the time. These content-area courses had an average class register of 35 students.

A bilingual social studies and a mathematics class were observed by the evaluation team. In the social studies class, 25 students were in attendance. The aim of the lesson was to discuss "The immigrants, were they or were they not welcome?" Spanish and English were used equally by the teacher who was not a native speaker, but was fluent in Spanish. The students appeared to understand the lesson, as judged by their

enthusiastic involvement in the discussion. Several questions were generated by the topic; most were asked in Spanish. A handout was distributed and terms related to the topic were discussed. The students appeared to know most of the terms.

The mathematics class had as its aim "to interpret information in a graph." A paraprofessional was helping some of the 20 students in the class. The class was taught in English for at least 75 percent of the time and the homework was written in English. The teacher, who was a native Spanish speaker, answered some of the students' questions and explained in Spanish. The students appeared interested in the subject matter and participated often.

Student Enrollment in Mainstream Courses

The program proposed that at least 25 percent of participating students would be programmed for one or more English instruction major subject areas (social studies, science, or mathematics) for the semester beginning in September 1983. Table 7 presents the numbers of students reported as enrolled in content-area courses taught in English, by semester. Mathematics was taken in English by 62 percent of the students during the fall and by 55 percent during the spring; thus, far exceeding the objective. In addition, many students took social studies and science in English, so that many students took at least two mainstream classes.

TABLE 7

Number of Program Students Enrolled in Mainstream Courses

Course	Number of Students	Percent of All Program Students
Fall		
Mathematics	176	62.0
Science	72	25.0
Social Studies	123	43.0

Spring		
Mathematics	156	55.0
Science	101	35.6
Social Studies	112	39.4

- More students were enrolled in mainstream mathematics courses than in social studies or science.
- The number of students enrolled in mainstream science courses increased from fall to spring.

CAREER COURSES

- By June, at least 60 percent of the participating students will have been tested for vocational interests and/or aptitudes and 45 percent will have been given lists of appropriate academic and vocational subjects offered at Clinton.
- Participating students will be taken on at least six trips to representative places of work to aid in the development of their vocational interests.
- Eighty-five percent of the students enrolled in career or vocational classes will pass them.

Appendix B includes a list of career courses available to BISECT students at DeWitt Clinton High School. However, it is unclear to the evaluation team from the data provided, as to how many project students were enrolled in each sequence.

According to the program director, all of the students have been administered the Differential Aptitude Tests (form V, The Psychological Corporation) in conjunction with Job-0 (CFKR Career Materials, Inc.), in Spanish or English. In addition, all students received a multi-page memorandum listing the career courses available at and outside the school. These include TOLLEPS (Training in Occupations and Language for Limited English Proficiency Students) training courses and career courses available at high schools in the Bronx and Manhattan during the summer of 1984. Thus, the first career objective above was met.

In the 1983-84 academic year, 35 students received career credits in the DeWitt Clinton TOLLEPS after-school program: 12 in health services, 16 in computer literacy, and seven in auto mechanics. Nine students were also accepted into the 1984 Summer Entrepreneurship Program in bookkeeping,

marketing, or customer relations held at Park West High School. Participating students were paid an hourly rate and worked six hours a day, five days a week from July 2nd to August 3rd.

To meet the second career objective, the careers program initiated a multi-faceted approach to career education including speaker presentations and trips to such diverse places as a dental office, a jewelry shop in the diamond district in Manhattan, the local Veterans Administration hospital, and the army base at Fort Dix. Students were given the opportunity to speak to professionals in health services careers such as nursing, dentistry, and radiology. They also spoke to carpenters, jewelry designers, diamond cutters, word processing personnel, and computer programmers. Other careers discussed included radio (announcing, reporting, and technology), and T.V. and refrigeration repair. Jobs in the New York City Police Department, the United States Army, and the United States Post Office were also explored.

Student Achievement in Career or Vocational Classes

The program proposed that 85 percent of program students enrolled in career or vocational classes would pass them. Table 8 presents the numbers of student enrolled in vocational and career classes and the percent passing teacher-made tests. Overall, the program objective was met; passing rates were 97 percent in the fall and 93 percent in the spring. The 85 percent passing goal was surpassed by students in every grade level, except for ninth graders in the spring semester who nonetheless achieved a considerably high passing rate (78 percent).

TABLE 8

Number of Program Students Attending Courses and Percent Passing
Teacher-Made Examinations in Career and Vocational Subjects

Course	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall										
Career and Vocational	12	92	15	100	36	97	34	97	97	97
Spring										
Career and Vocational	27	78	24	96	37	95	34	100	122	93

•Overall, the program objective was met; the 85 percent passing goal was surpassed both semesters.

ATTENDANCE

--The attendance of bilingual students will surpass that of the school as a whole during the academic year.

The program serves a number of students who are truant and potential dropouts and are in great need of individual attention. In a special effort to deal with potential dropouts, the program conducted a "bilingual student retention drive." Staff members made frequent visits (three or four times a week) to all bilingual sections of courses. The bilingual family worker, the director, the resource worker, and the guidance counselor made calls and home visits. A special meeting was held in March at which ex-truants talked to students with high truancy rates. One particular group of potential dropouts was offered the incentive of going to see a Broadway show (The Tap Dance Kid, May 30th) if improvement was evident. Finally, certificates of attendance were awarded to students with good attendance rates.

One teacher of both bilingual and non-bilingual classes indicated that the bilingual students had a truancy rate approximately one third (13 percent) that of students in the non-bilingual classes (36 percent). At the same time, while only 51 percent of the non-bilingual students in her class passed, 64 percent of the bilingual students did so.

The program recognized students with high attendance by issuing them certificates of recognition. This created an incentive for all program students.

Attendance Outcomes

The program proposed that the attendance of bilingual students would surpass that of the school as a whole.

Attendance rates for program students are presented in Table 9 by grade. The program attendance rate (86 percent) was 12 percentage points higher than the school-wide attendance rate (74 percent). A z-test* ($z = 4.15$) for the significance of a proportion indicated that the difference in attendance rates was statistically significant. Thus the program objective was met.

TABLE 9
Attendance Percentages of Program Students

Grade	N	Mean	Standard Deviation
9	86	83	18
10	82	86	17
11	65	87	15
12	27	88	11
Total	260	86	16

School attendance: 86 percent $z = 4.15$

*Bruning, James L. and Kintz, B.L. Computational Handbook of Statistics, 1968, p. 197.

STAFF DEVELOPMENT

--Any program staff member who so desires will receive funds for up to twelve semester hours of courses at a local university.

Four members of the Project BISECT staff took a total of 24 semester hours at local institutions of higher education during the academic year in such courses as trigonometry and college algebra, career development and adjustment, human ecology, computer literacy, human relations, psychology in business and industry, and emerging issues in cross-cultural counseling and psychotherapy.

In addition, members of the project staff attended a wide variety of program-related meetings including a "Training Program in Human Services Counseling," a visit to the Fordham University campus during Big Apple Information Week (with students and parents), a seminar at the College of Business and Public Administration at New York University (with students), and a Job Fair at I.S. 162X (with students).

Furthermore, three members of the BISECT staff made a presentation, "Facilitating Mutual Understanding Between Bilingual and Non-Bilingual Students in an Urban High School" at the New York State Association of Bilingual Educators meeting in February 1984.

CURRICULUM DEVELOPMENT

- Two bilingual curricula will be developed in vocational areas: one in an aspect of office skills and another in an aspect of health careers.

At the time of the evaluation, a curriculum for a program in sports medicine had been completed and another in small business management was being developed and would be completed by mid-September of 1985.

The sports medicine curriculum consisted of ten units including anatomy and physiology (the skeletal, muscular, cardio-vascular, and respiratory systems), treatment of athlete injuries, therapies, identification and classification of sports injuries, recognizing critical signs, transportation of injured athletes, and diet and health. The curriculum also included an extensive bilingual glossary of terminology in sports medicine.

PARENTAL INVOLVEMENT

- Parents of participating students will be contacted by telephone, mail, or visit by the family assistant at least twice each semester regarding the children's programs. This is in addition to report cards (three each semester).
- The Advisory Committee will hold at least nine meetings during the academic year.
- At least twelve English language workshops will be held for parents of participating students.

The program conducted many activities to meet its parental involvement objectives. Parents were invited to attend regular "open house" meetings with the director, guidance counselor, the resource teacher, and the family assistant. In addition, the family assistant made phone calls regularly to the parents of all participating students.

Four evening meetings (two each semester) for parents were also held as follow-up to report card dissemination, and there were two evening and two afternoon parent-teacher conferences.

Ten monthly meetings of the Advisory Committee were held during the year in the bilingual office followed by an additional hour of discussion held with the principal.

The guidance counselor conducted 12 English language workshops for parents. Four to eight parents attended each session. Materials used in these classes included Blot's Correct It and Learn with supplementary exercises, in addition to handouts presented by the teacher. These included dialogues on such topics as marriage, fire prevention, pollution, and crisis intervention.

The guidance counselor also conducted a special group of four two-hour guidance workshops for parents. Topics included parenting techniques, services provided by school personnel, summer jobs, new programs for students, alternative schools and programs, and parental involvement in the Title VII program and the school.

DISSEMINATION

--At least one newsletter describing program activities will be issued.

A newsletter, "Caracter y Carreras," was published at the end of the academic year in June. It contained articles by students in Spanish and English describing field trips, reports on talks given by visiting career specialists, poetry, a movie review, a list of graduating students and their future plans, as well as pictures of program students and staff.

NATIVE LANGUAGE ARTS INSTRUCTION

Although not a specific project objective, seven levels of native language arts instruction were offered to project students during the academic year. Three levels were exclusively for project students (two, four, and six). All native language courses were offered by the foreign language department five periods a week and had an average register of 30 students.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Project BISECT appeared to be a thriving, vibrant program. The bilingual office at DeWitt Clinton was extremely active. It was clear to the evaluation team that students felt comfortable there, and often dropped in just to spend some time with the staff or to say "hello" between classes.

The students observed in classes seemed to be working very seriously. They were attentive and appeared to be interested in learning the material presented. In the classes conducted by non-bilingual teachers, students did not hesitate to call on the bilingual educational assistant to help them with unfamiliar material or to ask questions. Students seemed to be functioning at levels appropriate to their abilities. Program objectives were met in English language development by students in E.S.L. classes, in career and vocational subjects, and in attendance. The program was also successful in meeting its mainstreaming, staff development, parental involvement, and dissemination goals. A program in small business management was scheduled for completion in the fall to fulfill the curriculum development objective. The program objective for non-E.S.L. students' English achievement was not met; gains in English reading were not statistically significant.

Twenty program graduates will be entering college in the fall; five students were inducted into Arista; and 20 received awards at a special school-wide awards ceremony, 14 of which were for achievement in major subject areas.

The principal stated that he is satisfied with the work that Project BISECT is doing at DeWitt Clinton. The evaluation team concurs with this perception, although there is a felt need for more involvement of non-bilingual teachers in the project's in-service training activities in order to facilitate more integration with the high school at large.

RECOMMENDATIONS

The following recommendations are aimed at improving the overall effectiveness of the program:

1. The school and program administrations should continue their efforts to recruit licensed E.S.L. and bilingual mathematics and science teachers for the program. Despite the effectiveness of instruction in classes observed in mathematics and science, the few students who needed the assistance of the paraprofessional aide would probably have fared better with bilingual teachers. (It must be said that the other students seemed to function well enough in English to deal with the concepts being taught.)

2. If funding permits, consideration should be given to truants and potential dropouts by trying an experimental self-contained program for this group. They need more individual attention, which might be provided by a specially selected guidance counselor or experienced teacher who would work with them more intensively.

3. The program could not meet its English achievement objective for non-E.S.L. students. It might focus attention on this population in this area by reviewing curriculum and instruction and formulating strategies to strengthen them.

4. The program should consider offering algebra for program students as part of their content-area instruction.

5. The project should develop strategies to include more non-bilingual personnel in in-service training activities to sensitize them to the needs of the program population.

V. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	% Time Spent in Each Function	Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Years Experience Education	Years Experience Bilingual	Years Experience E.S.L.
Project Director	100	9/78	M.A. Science (Biology) Education M.S. Counselor Education 36 credits Adm. & Superv.	NYS NYS NYS	Teacher (H.S.) Biology Bil. Guidance Counselor (H.S.)	24	16	-
Guidance Counselor	100	11/82	M.A. Sociology M.A. Spanish	NYS	Bilingual Guidance Counselor	16	2	2
Resource Teacher	100	9/79	M.A. Spanish Literature Credits in Counseling	NYS	Teacher (HS) Spanish Common Branches, School & Community Relations	10	5	-
Educational Para.	100	9/78						
Educational Para.	100	3/83	None	None		3 1/2	1	-
Educational Para.	100	3/83						

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APPENDIX A (continued)

Staff Characteristics: Professional and Paraprofessional Staffs

Function	% Time Spent in Each Function	Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Years Experience Education	Years Experience Bilingual	Years Experience E.S.L.
Family Assistant	100	10/80	B.A. Sociology	N/A	N/A	9 1/2	4	9 1/2
Bilingual Social Studies Teacher	60	9/75	B.A. Government M.A. Spanish	NYS	Bil. (Sp.). Social Studies	20	9	1
Spanish Teacher Bil. Math. Teacher	100 100	9/83 2/84	B.S. Spanish/M.A. Education P.D. Administration & Superv.	NYS	Teacher (H.S.) Spanish Teacher (H.S.) Math	15	8	-
Spanish Teacher	100	9/83	B.S. Criminal Justice M.S. Bilingual Education Adv. Certif.-Admin. & Superv.	NYS	Teacher (H.S.) Spanish	10 (public ed.)	10	24
Spanish Teacher	100	3/84	M.A. Spanish Literature	NYS	Teacher - Spanish (H.S.)	4	-	-
Teacher	50	2/75	M.A.		Bilingual Soc. Stud. D.H.S.	9	9	2
English Teacher		9/70	B.S. Speech Education	NYS	E.S.L.	23	-	23

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APPENDIX B

DeWitt Clinton High School
Dr. David Fuchs, Principal

Bilingual Spanish-to-English Training For Careers
Ruth L. Greenblatt, Program Director

TO STUDENTS

FROM John Paul Casaubon, Bilingual Careers Counselor

RE LIST OF CAREER COURSES AVAILABLE (1) AT CLINTON
1984-1985 (2) OUTSIDE CLINTON

NAME OF STUDENT: _____ SECT: _____

CAREER COURSES AVAILABLE TO STUDENTS AT CLINTON

I - CAREERS FOR SPANISH SPEAKING

LNRC - Spanish Native Reading For Careers

- Criteria: 1) must speak Spanish
2) be unable to read/write Spanish
3) should be 2 years below grade level
in English reading
4) satisfies 1 year foreign lang. requirement

II - Mass Media Careers

- A. Career Communication (KCCI)
- B. Mass Media Course (KMMI)
- C. Film (EFLM) - Eligibility: juniors and seniors
- D. Sports Literature (ERSP) - Eligibility: juniors and seniors
- E. Journalism - Eligibility: grade of 80 or better
- F. Audio Workshops (KASH)
- G. Theatre Workshop (KDSH)
- H. Dramatic Interpretation
- I. Photography (PPSH)

III- BIOLOGY - HEALTH SERVICES

- A. Health Service Skills - A special program organized in coordination with Montefiore Hospital and North Central Bronx Hospital will train students in the health field and pay them a part-time salary while working after school at these hospitals.
See Ms. G. Maclin, Room 249
- B. Introduction to Health Careers (BIHC)
- C. Health Services (BHS1, 2, 3, 4, 5)- Eligibility: juniors and seniors with 1 year biology
- D. Animal Care and Pet Grooming (BAC1, BAC2)
- E. Horticulture (BHT1, BHT2)

CAREER COURSES AVAILABLE TO STUDENTS AT CLINTON (continued)

IV - BUSINESS / OFFICE SKILLS

- A. Typing 1 & 2 (CRT1, CRT2, CRT3, CRT4)
- B. Record Keeping 1, 2, 3, 4 (CBP1, CBP2, CBP3, CBP4)
- C. Bookkeeping 1, 2, 3, 4
- D. Business Machines
- E. Business Dynamics -learning mechanical skills leading to computer course
- F. Computer Literacy (CLC1) - Hands on experience for BASIC programming language

V - FINE ARTS

- A. Fine Art 1 & 2 (APAl, AFAA)
- B. Oil Painting 1 & 2 (AOP1, AOPA)
- C. Cartooning & Sketching 1 & 2 (ACT1, ACTA)
- D. Mechanical Drawing 1 & 2 (AMDZ, AMDA)
- E. Ceramics 1 & 2 (ACEA)
- F. Studio Art 1 & 2 (ASAl, ASAA)

VI - INDUSTRIAL ARTS

- A. Wood Arts 1 & 2 (AIW1, AIWA)
- B. Metal Arts 1 & 2 (AIM1, AIMA)
- C. Automotive Mechanics 1 & 2 (AIA1, AIAA)

VII - MUSIC

- A. Music 1 & 2 (UM11) - Basic music course
- B. Piano 1 (UP11)
- C. Advanced Piano (UPA1)
- D. Guitar One (UGT1)
- E. Advanced Guitar (UGTA)
- F. Instrumental Instructional 1 & 2 - Woodwind (UIWW)
- G. Instrumental Instructional 1 & 2 - Brass (UIBR)
- H. Concert Band (UCB1)
- I. Chorus (UCRS)

VIII - HEALTH EDUCATION - SPORTS CAREERS

- A. Physical Fitness Class (GPF1) - daily workout, calisthenics, jogging, weight-lifting
- B. Gymnastics
- C. Swimming
- D. Football
- E. Soccer
- F. Basketball
- G. Baseball
- H. Track
- I. Wrestling
- J. Weight-lifting

LX - JUNIOR AIR FORCE ROTC

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Course covers Aerospace Technology (AMS1, AMS2, AMS3, AMS4)

OUTSIDE CAREER COURSES AVAILABLE TO CLINTON STUDENTS

CAREER COURSES FOR 1984 - 1985 SCHOOL YEAR (BRAVO/SHARED INSTRUCTION)

	<u>Class</u>	<u>Time</u>
Louis D. Brandeis H.S. 145 W. 84th Street New York, N. Y. 10024 Mr. Michael Weber 799-0300	Advanced Placement American History Advanced Placement Biology	1:45-2:26
Murray Bergtraum H.S. 411 Pearl Street New York, N. Y. 10038 Mr. StanMintz 964-9610	BASIC/ Computer Programming	T.B.A.
Stuyvesant H.S. 345 E. 15th Street New York, N. Y. 10003 Mr. Richard Plass 673-9030	Vertebrate Anatomy Anatomy & Physiology Medical Ethics Genetics	2:15-2:54
Julia Richmond H.S. 317 E. 67th Street New York, N. Y. 10021 879-6866	Performing Arts Seminar	Tuesdays 3:00-6:00
Martin Luther King H.S. 122 Amsterdam Avenue New York, N. Y. 10023 Mr. WilliamMa Mr. Bert Jeffrey 874-1202	Advanced Placement- Calculus Home Maintenance & Repair	8:25-9:05 T.B.A.
Manhattan Vocational H.S. 320 E. 98th Street New York, N. Y. 10028 Mr. Joe Battiato 369-0700	Rotational Courses Woodworking Refrigeration Mechanical Drafting Metal Shop	T.B.A.
Park West H.S. 525 W. 50th Street New York, N. Y. 10019 Mr. Norman Kusnitz 386-7708	Culinary Arts Baking: Muffins, Cookies, Cakes Cooking	2:00-4:00 T.B.A.

CAREER COURSES FOR 1984- 1985 SCHOOL YEAR

	<u>Class</u>	<u>Time</u>
Art & Design H.S. 1075 Second Avenue New York, N. Y. 10022 Ms. Susanne Osterweil	<u>Art Careers</u>	
	Adv. Graphic Design	8:30 - 9:53
	Cartooning & Animation	8:30 - 9:53
	Architecture	8:30 - 9:53
	General Illustration	
	Fashion Illustration	
	Illustration	
	Comm. Photography	
	Package Design	
	Interior Design	
	Theatre Arts	
	Silk Screen	
	Industrial Design	
Norman Thomas H.S. 111 East 33rd Street New York, N. Y. 10016 Mr. Murray Schwab 532-8910	<u>Commercial Art</u>	
	Drafting	1:53 - 3:13
	Life Drawing	
	Photography	
	Printmaking	
	Color Media Design	
	Marketing	2:20 - 3:40
	Word Processing/Typing	2:20 - 3:40
	Computer Programming	
	RPG II/Keypunch	2:20 - 3:40
	COBOL/Keypunch	2:20 - 3:40
	Computer Literacy	2:20 - 3:40

OUTSIDE CAREER COURSES AVAILABLE TO CLINTON STUDENTS

SUMMER COURSES: JULY 2, 1984 - AUGUST 2, 1984

BRONX

Carol Poll, Coordinator

Herbert H. Lehman H.S.
3000 E. Tremont Ave.
Bronx, N. Y. 10461
824-0500

C. Colasanto
Monday - Friday
9:00 A.M.-1:00 P.M.

Auto Repair
Keyboarding
Electronics
Photography/
Printing

Morris H.S.
166th. St. & Boston Rd.
Bronx, N. Y. 10456
542-3700

D. Krcun
Monday - Friday
9:00 A.M. - 1:00 P.M.

Accounting
Computers
Business Machines
Office Training
*Keyboarding/
Office Skills

MANHATTAN

Malcolm Gordon, Coordinator

Norman Thomas H.S.
111 E. 33rd Street
New York, N. Y. 10016
532-8910

Stanley Lustgarten
Monday-Friday

Keyboarding (Beg/Adv)
Computer Programming
Key Punch
*Keyboarding (Office
Skills)

Park West H.S.
525 West 50th Street
New York, N. Y. 10019
586-7392 or 247-2650

Jeffrey Zerowin
Monday - Friday

Catering/Cooking
Entrepreneurship

9:00 A.M. - 1:00 P.M. Restaurant/Cooking
*Computers (Tentative)

School of Visual Arts
209 E. 23rd Street
New York, N. Y. 10010
373-6400 or 679-7350

Ivan Rubin
Monday - Friday
9:00 A./ - 1:00 P.M.

Animation Filmmaking
Basic Photography
Commercial Photography
Fashion Design
Illustration Design

* TOLLEPS Training: Training in Occupations and Language for Limited
English Proficiency Students.
Florence Jackson: 624-7577